



Eagle Nest Elementary

8640 River Oaks Drive
N. Charleston, SC 29420

Grades	PK-5 Elementary School	
Enrollment	755 Students	
Principal	Karen Spillane	843-695-2460
Superintendent	Joseph R. Pye	843-873-2901
Board Chair	Bufort "Bo" Blanton	843-873-8454

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Good	Average
2008	Average	At-Risk
2007	N/A	N/A
2006	N/A	N/A
2005	N/A	N/A

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

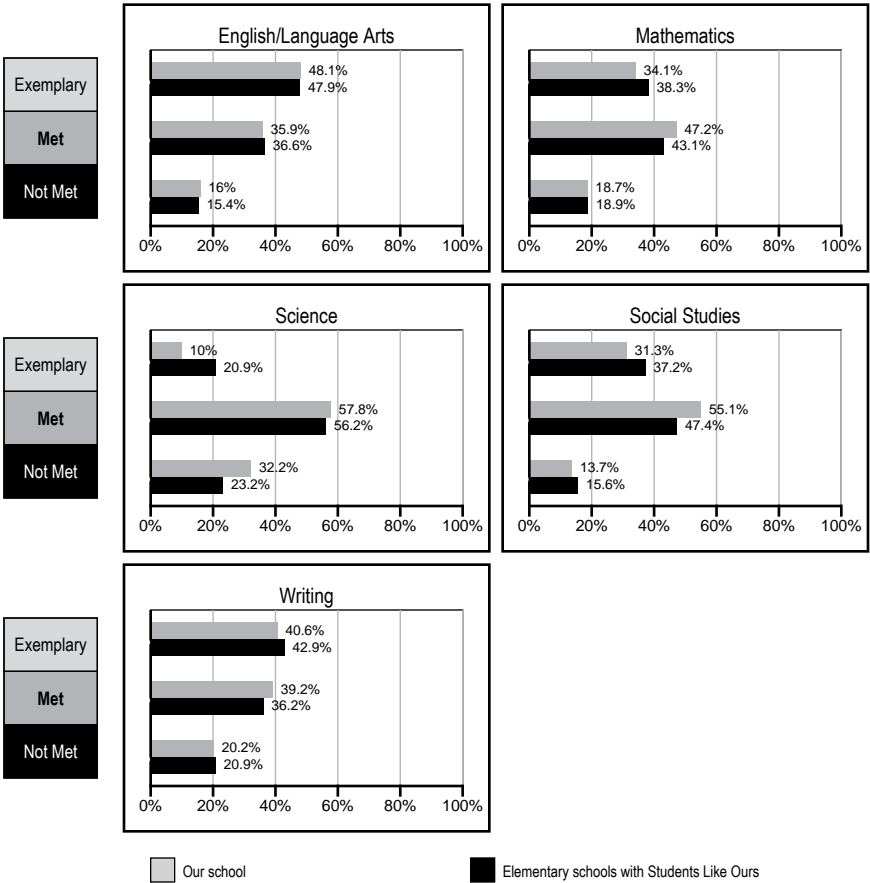
98.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
21	31	15	0	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=755)				
First graders who attended full-day kindergarten	99.0%	Down from 99.2%	100.0%	100.0%
Retention rate	1.4%	Down from 3.2%	1.4%	1.9%
Attendance rate	96.6%	Down from 96.8%	96.6%	96.3%
Eligible for gifted and talented	21.0%	Up from 18.3%	16.9%	10.0%
With disabilities other than speech	4.9%	Up from 4.2%	7.1%	7.7%
Older than usual for grade	0.0%	Down from 0.3%	0.3%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.4%	Down from 3.6%	0.0%	0.0%
Teachers (n=52)				
Teachers with advanced degrees	46.2%	Up from 45.8%	61.1%	59.4%
Continuing contract teachers	57.7%	Up from 54.2%	84.0%	80.0%
Teachers with emergency or provisional certificates	2.3%	Down from 3.7%	0.0%	0.0%
Teachers returning from previous year	N/A	N/A	86.4%	85.9%
Teacher attendance rate	95.7%	Down from 96.1%	95.1%	95.1%
Average teacher salary*	\$42,215	Up 10.3%	\$48,558	\$47,149
Professional development days/teacher	12.8 days	Down from 16.6 days	10.4 days	11.1 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	17.9 to 1	Down from 19.5 to 1	19.7 to 1	18.8 to 1
Prime instructional time	91.3%	Up from 91.2%	90.7%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.6%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	Up from Average	Excellent	Excellent
Dollars spent per pupil**	\$6,662	N/A	\$6,617	\$7,458
Percent of expenditures for instruction**	59.0%	N/A	70.6%	68.8%
Percent of expenditures for teacher salaries**	56.7%	N/A	64.7%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Eagle Nest Elementary serves students in 4K through fifth grade. Our school family includes 784 students and 86 faculty and staff. We have soared this year with the help of a strong PTA, SIC, volunteer program, supportive parents, and community business partners. Students are provided an atmosphere that is safe, caring, positive, and interactive, while the importance of learning and building character is stressed.

Eagle Nest received a PBIS (Positive Behavioral Interventions and Supports) Banner School Award from the State Department of Education for the 2008-2009 school year. Our faculty and staff have developed a strong positive behavior school-wide program, which stresses the importance of teaching students expected behaviors and reinforcing students modeling those behaviors. A state recognized school is one that has met specific criteria and has demonstrated innovative, creative, and functional ways of implementing and sustaining Positive Behavioral Supports and Interventions throughout the school year.

Academically, we have watched students grow as we implemented Title One Math small groups, FASTT Math, Compass Learning for ELA and math, Waterford, READ 180, ESOL, and RTI (Response to Intervention) services for students. Through the DAP (Distinguished Arts Program) Grant, we have been able to provide our students opportunities to experience a variety of arts. Fifth grade and second grade students have performed musicals, while other grades participated in the Artists-in-Residence program through storytelling, art, African drums, and African dance. Teachers continue to receive Donors Choose Grants to provide additional materials for their classrooms.

The challenges we have set for ourselves are the implementation of differentiated instruction in reading and math and community involvement. As a faculty, we are studying the book, The Differentiated Classroom, by C. Tomlinson. Our Title One Facilitator will coordinate the staff development workshops that will enable teachers to implement the strategies for differentiated instruction in their classrooms. Differentiated instruction will allow our students to receive small group instruction at their individual ability levels.

Our second challenge is to reach more parents and get them involved in school events. Our Title One Facilitator will organize our community programs for the neighborhood. We want to meet parents in a place where they feel comfortable so we can build trusting relationships. Neighborhood parties have been planned to strengthen community ties, meet more parents, distribute educational information, and offer support to our parents as they help their children at home. Our goal is to work together as a team to increase student achievement and success.

We are dedicated at EES to providing a solid foundation for all children to learn, grow, and succeed. By nurturing our students and instilling a love for learning, we are growing our leaders of the future.

Karen R. Spillane, Principal
Brandi Griffith, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	57	112	63
Percent satisfied with learning environment	94.7%	88.4%	90.5%
Percent satisfied with social and physical environment	98.2%	83.9%	85.2%
Percent satisfied with school-home relations	96.4%	84.8%	86.9%

* Only students at the highest elementary school grade level and their parents were included.

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School Adequate Yearly Progress	YES
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This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.2%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.6%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	375	100	15.9	35.9	48.1	91.9	89.3	82.8	Yes	Yes
Gender										
Male	203	100	15.3	37.2	47.5	92.3	86.4	79.3	N/A	N/A
Female	172	100	16.7	34.6	48.8	91.4	92.2	86.5	N/A	N/A
Racial/Ethnic Group										
White	188	100	5	31.7	63.3	98.3	92.9	89.5	Yes	Yes
African American	143	100	26.2	45.4	28.5	87.7	82.3	73.7	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	93.3	92.3	I/S	I/S
Hispanic	37	100	37.9	27.6	34.5	69	82.7	76.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	92.8	82.5	I/S	I/S
Disability Status										
Disabled	35	100	53.1	34.4	12.5	65.6	59.6	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	23	100	50	33.3	16.7	61.1	77.7	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	147	100	32.5	39.7	27.8	82.5	81.9	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	375	100	18.6	47.5	33.9	86.4	85.8	78.9	Yes	Yes
Gender										
Male	203	100	15.8	45.4	38.8	88.5	85.2	77	N/A	N/A
Female	172	100	21.6	50	28.4	84	86.4	80.9	N/A	N/A
Racial/Ethnic Group										
White	188	100	7.8	44.4	47.8	95.6	91.5	87.2	Yes	Yes
African American	143	100	31.5	50.8	17.7	76.2	74.4	66.7	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	91.8	93	I/S	I/S
Hispanic	37	100	31	48.3	20.7	72.4	80.4	76	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	94.2	79.5	I/S	I/S
Disability Status										
Disabled	35	100	62.5	34.4	3.1	40.6	57.1	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	23	100	27.8	55.6	16.7	72.2	76.6	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	147	100	33.3	49.2	17.5	73.8	76.5	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	251	100	32.1	57.7	10.3	67.9	75.3	67.5
Gender								
Male	137	100	27	61.1	11.9	73	75	67
Female	114	100	38	53.7	8.3	62	75.8	68
Racial/Ethnic Group								
White	130	100	17.5	65.9	16.7	82.5	83.8	79.5
African American	94	100	52.3	46.5	1.2	47.7	57	50.3
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	86.4	84.3
Hispanic	22	100	44.4	44.4	11.1	55.6	70.5	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	83.3	71.2
Disability Status								
Disabled	19	100	68.4	26.3	5.3	31.6	42.2	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	13	100	45.5	45.5	9.1	54.5	66.7	59.6
Socio-Economic Status								
Subsided meals	93	100	55	42.5	2.5	45	59.9	55.1

Social Studies

All Students	249	100	13.6	55.3	31.1	86.4	81.2	72.3
Gender								
Male	134	100	9.2	56.3	34.5	90.8	80.9	71.5
Female	115	100	18.3	54.1	27.5	81.7	81.4	73.2
Racial/Ethnic Group								
White	123	100	7.7	49.6	42.7	92.3	86.7	80.7
African American	93	100	21.7	57.8	20.5	78.3	69.9	60
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	91.5	88.5
Hispanic	27	100	17.4	69.6	13	82.6	73.6	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	95.2	72.2
Disability Status								
Disabled	23	100	40	45	15	60	53.1	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	16	100	28.6	64.3	7.1	71.4	74.6	67.9
Socio-Economic Status								
Subsided meals	101	100	19.3	61.4	19.3	80.7	70.6	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	371	99.2	19.9	39.3	40.8	80.1	81.7	70.2	96.6	96.2
Gender										
Male	198	98.5	18.9	47.8	33.3	81.1	76	63.2	96.5	96.1
Female	173	100	21.1	30.1	48.8	78.9	87.5	77.5	96.8	96.3
Racial/Ethnic Group										
White	185	100	10.6	37.2	52.2	89.4	86.9	79.1	96.6	96
African American	143	98.6	30.8	43.1	26.2	69.2	70.9	57.6	96.7	96.4
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	88.6	86.2	97	97.1
Hispanic	35	97.1	35.7	32.1	32.1	64.3	78.9	62.6	96.5	96.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	88.4	68.7	99.1	95.8
Disability Status										
Disabled	37	94.6	72.7	15.2	12.1	27.3	37.7	26.1	96	95.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	98.1
English Proficiency										
Limited English Proficient	23	95.7	50	27.8	22.2	50	70.2	61.2	96.7	96.3
Socio-Economic Status										
Subsidized meals	143	97.9	34.4	40	25.6	65.6	70.2	58.9	95.8	95.5

Abbreviations for Missing Data

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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English/Language Arts

2009	3	128	100	13	28.7	58.3	87
	4	125	100	17.4	35.7	47	82.6
	5	122	100	17.4	43.5	39.1	82.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Mathematics

2009	3	128	100	18.3	46.1	35.7	81.7
	4	125	100	15.7	47.8	36.5	84.3
	5	122	100	21.7	48.7	29.6	78.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Science

2009	3	65	100	26.2	55.7	18	73.8
	4	125	100	33.9	58.3	7.8	66.1
	5	61	100	34.5	58.6	6.9	65.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Social Studies

2009	3	63	100	7.1	42.9	50	92.9
	4	125	100	10.4	65.2	24.3	89.6
	5	61	100	26.3	47.4	26.3	73.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Writing

2009	3	126	99.2	27.4	38.5	34.2	72.6
	4	124	99.2	13.2	40.4	46.5	86.8
	5	121	99.2	19.1	39.1	41.7	80.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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